

CHAPTER II

Student Team Achievement Division (STAD) Method

2.1 STAD (Student Team Achievement Division)

2.1.1 Definition

STAD (Student Team Achievement Division) is one of the oldest and most extensively researched form of cooperative learning. Robert Slavin and his colleagues in John Hopkins University developed STAD teaching. Slavin states: STAD system is one of the simplest and most flexible of the cooperative learning technique, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four of five members in group, with each mirroring the others to make up the class in term of ability, background, and gender. (Rusman. 2011:143)

Cooperative learning using STAD type consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz.

According to Slavin (2005:11) *each team receives one of three recognition awards, depending on the average number of points earned by them.* From the description above, we know that STAD is a good technique for the teachers who are new to the cooperative approach. And it uses in individual quizzes at the end of class.

2.1.2 Function

STAD has a function of developing students' skill by performing task with their work group. By doing the task with work group, students' have a chance to share and discuss their ideas to the group and the students learn in a group doing activities together. Therefore, they solve the tasks between themselves. One member of group will explain if member of grup has difficulty in understanding the materials. At this problem, the students build the social connections amongst each other and at the same time solving the task.

2.1.3 *Advantages*

According to Rusman (2012: 202), STAD is a form of learning by the way students learn and work inside collaborative small groups whose members consist of 4-6 with heterogeneous group structure also called "Cooperative learning". In essence cooperative learning the same as group work. Therefore, many teachers say no there is something strange in

cooperative learning, because they think it has used to do cooperative learning in the form of group learning said cooperative learning, as explained Abdulhak (Rusman, 2012: 203) that "Cooperative learning is carried out through sharing processes between participants learning, so as to realize shared understanding among the learning participants alone". In this learning a wider interaction will be created, i.e interactions and communication between teachers and students, students with students, and students with teachers (multidirectional traffic communication) (Rusman, 2012: 203). Cooperative learning is a learning strategy that involves participation of students in one small group to interact with each other (Nurulhayati dalam Rusman, 2012: 203). In a cooperative learning system, students learn to work same as other members. Students have two responsibilities, they are study for himself and help fellow group members to learn. Students learn together in a small group and they can do it alone. Cooperative learning is student learning activities which is done by group is a series of learning activities carried out by students in certain groups to achieve goals learning that has been formulated (Sanjaya in Rusman, 2012: 203). Cooperative learning that distinguishes from just learning in groups, there is a basic element of cooperative learning that distinguishes it from learning the group conducted carelessly. Implementation of the basic principles of the basic system Cooperative learning will correctly enable the teacher to manage the class more effectively. In cooperative learning the learning process does not have to be learning from teacher to students. Students can learn from each other

others, Learning by peers (preteaching) is more effective than learning by the teacher (Rusman, 2012: 203).

According to Rusman (2011) STAD have a lot of advantages for to improve students learning, in detail the advantages of this model are:

1. In this model, students teach each other fellow students or peer learning (peerteaching) which is more effective than learning by teachers alone.
2. Heterogeneous grouping of students makes competition in the classroom more lively.
3. Good learning outcomes and results can be obtained by all group members.
4. Quizzes found in the learning step make students more motivated.
5. The quiz also increases individual responsibility because the final score of the group is influenced by the value of the quiz done individually.
6. There is an appreciation from the teacher, so students are more motivated to be active in learning.
7. Group members with low achievement and learning outcomes have a big responsibility so that the scores obtained are not low so that the group's grades are good.

8. Rusman (2011) adds the advantages of this model, students' have two forms of learning responsibility. Learning for himself and helping fellow group members to learn.

This model can reduce the individualistic nature of students. Lately, students tend to compete individually, be closed to friends, pay less attention to classmates, hang out only with certain people, want to win themselves, and so on. If this situation is not impossible, it will be produced by citizens who are selfish, introvert, lacking community relations, indifferent to neighbors and environment, less respect for others, and unwilling to accept the strengths and weaknesses of others. Symptoms like this would begin to be seen in our society, little by little demonstration, playing together, elbowing and easily provoked.

2.1.4 The Components of STAD

Slavin (2005: 143) states that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual score, and team recognitions.

2.1.4.1 Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-

discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes.

The quizzes score determine their team score.

2.1.4.2 Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistake. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex,

race, and ethnicity. The major function of terms is to make sure that all in term members are learning and more specifically to prepare its members to do well on quizzes.

2.1.4.3 Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

2.1.4.4 Individual Improvement Score

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a base score, derived from the student's average past performance on similar quizzes. Students team points for their team based on score. And the group improvement score are got for their teams from the

individual score of each member. The students team points based on the degree to which their quizzes score (percentage correct) exceed their base score. Three levels of award are given for the groups who got improvement score from improvement score average for each group.

2.1.4.5 Team Recognition

Team may team certificates or other reward if their average score exceed a certain criterion. Students team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

2.1.5 The process of STAD technique in the classroom

The process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of the STAD technique.

2.1.5.1 Preparation

Before using STAD technique we need some preparation in order to make the learning process run successfully. The preparation is as follow:

2.1.5.2 Material

STAD can be used with curriculum material specifically design for students team learning or it can be used with material adopted from text book or other published source or with teacher-made material. However, it is easy to make your own material as simple making worksheet, answer sheet and a quiz for each unit you plan to teach. Each unit should occupy three to five instructions. In this research the researcher uses some texts which are available in the source book as the material.

2.1.5.3 Assigning students to teams

As we know, STAD represents a cross-section of the class. A good team in the class is a four or five person that half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessary high compared with national norms. The researcher may take likes, dislike and deadly Combination of students into account in assigning students to team, but in deciding teams do not let the students choose their own because they will tend to choose others like themselves.

2.1.5.4 Team building

Before starting any cooperative learning program, the researcher started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

2.1.5.5 Schedule of activity

STAD consists of a regular cycle of instructional activities, as follows:

2.1.6 Teaching Process

It means that the teacher presents the lesson. The presentation should cover: opening, development, guide practice and team study and test. The steps of teaching are:

2.1.6.1 Opening

The teacher tells to the students what lesson they are about to learn and why it is important and the teacher also may have students work in their team to increase students interest in learning English.

2.1.6.2 Development

The teacher actively demonstrates concept skills, using visual aids, and the students focus on meaning not memorization. And to develop the students comprehension, the teacher frequently assess by asking many questions.

2.1.6.3 Guide practice

The teacher asks to the students to answer the questions or prepare answer to the questions. Then call on the students at random. This make the students prepare themselves to answer. The teacher does not give long class assignment at this point. Have students work one or two questions or prepare one or two answers, then give them feedback.

2.1.6.4 Team Study

During team study, team members tasks are expected to master the material teacher that present in the classroom and to help their teammates master the material. Students have worksheet and answer sheet in their teams to practice the skill being taught and to assess themselves and their teammates.

2.1.6.5 Test

Give one copy of the quiz for each student. During the quiz, the teacher does not allow the students to work together on quiz, at this point students must show what they have learned as individuals. (Slavin,2005:147-157)

2.1.7 The implementation of STAD to improve students vocabulary

From the application of the above method, it can be found that students get more vocabularies from recount text learning using the method. It is expected that students' knowledge of the methods applied will be balanced so that when learning in the classroom will be more effective in groups and individually.

2.2 Vocabulary

Vocabulary is as Barcroft stated, “refers to all words, phrases, chunks of a language”. It includes words of lexical chunks, such as *Good morning* or *Nice to meet you*. Phrases involves more than one word but have a clear formula to use in English. Those are central of the english vocabulary learning, and important for the teacher to teach and pay attention to it. (Barcroft, Sunderman & Schmitt, 2011).

Vocabulary is the central of english language, because without susficient vocabulary, the students can not understand and express their ideas. Learning vocabulary helps students to understand and communicate with others. This is why its so important to understand vocabulary first of every aspect of english.

2.2.1 Aspect of Vocabulary

Three significance aspect for teacher to teach and focus on are; the form, the meaning and the use. (Nation, 2001).

- The form involves its pronunciation, spelling and word parts to make particular item such as prefix, root and suffix.
- The meaning encompasses the way words form together also means the concept and what item it refers to where the words or phrases comes up.

- The use involves grammatical function or the words and phrases and any constraints on the words and phrases use.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written word parts	What does the word look like? What parts are recognizable in this word?	How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents associations	What is included in this concept? What other words does this make people think of?	What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations constraints on use (register, frequency)	What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	What words or types of words must people use with this one? Where, when, and how often can people use this word?

Table above tells each lexical knowledge involved of the aspects of vocabulary. All these types of knowledge are helpful for students in enhancing their English vocabulary. Each vocabulary

knowledge may vary and personal. Some are good at grammatical function, some at forms and meaning. For example; a student read books in English may understand at recognizing meaning in terms of concept, but the student may not know how the word he/she read sounds like.

The starting point of the knowledge may be different, and the knowledge summarised in table 1 could help to know which knowledge a student good at and weak at, then the teach could try to help them to learn which knowledge they weak at while improving what they good at.

2.3 Writing Skill

2.3.1 General Concept of Writing

Writing is one of the four basic skills to be mastered in learning English as a foreign language. Writing is also the most cultural accomplishments of human being. It allow us to record and convey information beyond the immediate moment. Writing is able to make us communicating at a distance, either at a distant place or a distant time.

The function of witing is to transform thoughts into language; it means that we need to think about the content of our writing first

and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). We must learn about organizational skills in writing. In producing a piece of a good writing demands standard forms of grammar, syntax, and word choice. Besides, writing needs good mechanics, organization of paragraph, content the writer's process, and purpose. Harsyaf (2010)

2.3.2 Purpose of Writing

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience.

2.3.3 Teaching Writing Skill

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially Teaching English as a Foreign

Language (TEFL). In this case, the teacher have to know how to teach writing.

Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill (Harmer, 1998: 79). Moreover, the several reasons will be presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activityin order to construct proper written texts is all part of the on going learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face

communication. Because students expected that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

From the explanation which is delivered by Harmer (1998:79). It can be seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing.

Kodoatie (2013:14) states in her thesis that "Not only teachers can respond to students' writing but also their colleagues can also respond to their friends' work in their own way. This is called peer response. This activity may provide a welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing." It means that teaching writing is important to be delivered in EFL class.

2.4 Recount Text

2.4.1 Definition

Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. Anderson (2002: 29) describes the generic structure of a recount text.

Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture. Personal letters to friends are often recounts of experience. Recount text has some social functions, which to retell something happened. Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

- 1) To inform something to the readers.
- 2) To entertain.

The explanation is presented below:

a. Constructing a recount

A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the

events in the order in which they happened. And the last is reorientation. It consists of a conclusion.

b. Grammatical features of a recount

A recount usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of the events.

2.4.2 Structure

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making text recount According to Derewianka (1990) as stated by Miranti (2008:16) generic recount text structure is as follows:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a „shopping list“ of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by

speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.